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ABSTRACT

Designed to assist teachers whose classes will participate in a residential experience at one of the Conservation Field Centres sponsored by the Metropolitan Toronto and Region Conservation Authority, this pre-planning guide provides necessary details about the underlying philosophy of the program and the roles and responsibilities of the visiting teacher, the school board and the Centre staff. The objectives of the residence program at the Centres are stated: to widen the concept and broaden the understanding of intelligent use of our natural resources; to illustrate conservation as an attitude involving social as well as material processes; to allow practical outdoor application of theory and principles learned in the classroom; and to provide a more intensive experience in group living for student and teacher. Suggestions are offered for determining the tone of the experience, based on the teacher's expectations for the class, and for classroom preparation for the visit. Details are included regarding a pre-planning visit by the teacher to the Field Centre, obtaining parental cooperation and permission, health and safety suggestions, academic preparation, evening recreation time, and procedures to be followed for a guest night during the stay at the Centre. (CM/MH)

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PRE-PLANNING GUIDE

CONSERVATION FIELD CENTRES

RESIDENTIAL PROGRAMS - GENERAL INFORMATION

RC 012633

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PRE-PLANNING GUIDE

CONSERVATION FIELD CENTRES

Residential Programs -- General Information

Original Guide prepared by Blanche E. Snell, M.A. - 1963
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by
The Metropolitan Toronto and Region Conservation Authority

PREFACE

This Pre-planning Guide has been prepared to assist those in charge of classes that will attend a Conservation Field Centre. To many teachers and classes, living in residence during the school term will be a new and unusual experience. Much more than academic studies is involved if the class is to achieve its best results.

The Guide provides necessary details regarding underlying philosophy, roles and responsibilities, setting the tone, pre-planning visit by the visiting teachers to the Field Centre, clothing, role of the parent, health and safety forms to be completed and other essential information.

Additional details and questions will be covered by the Supervisor on the visit to the Centre approximately one month prior to bringing the group.

The Guide is intended to assist the participating teacher to determine and TO SET THE TONE UNDER WHICH HE CHOOSES HIS CLASS FUNCTION. It is based on the belief that good learning and good social living enhance each other. The visiting teacher must play a key role at the Conservation Field Centre, working closely with the Authority teaching staff.

CAREFUL PRE-PLANNING WITH THE STUDENTS IS ESSENTIAL

CLAREMONT CONSERVATION FIELD CENTRE

BOYD CONSERVATION FIELD CENTRE

ALBION HILLS CONSERVATION FIELD CENTRE

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C O N T E N T S

INTRODUCTION---------- 1

RESPONSIBILITY OF SCHOOL SYSTEM FOR SELECTION OF CLASS----- 2

GUIDELINES FOR A SUCCESSFUL VISIT---------- 2

- Pre-planning Visit to the Centre---------- 2
- Skills on Specific Program Details---------- 2
- Attitudes---------- 3
- Behaviour---------- 3

IMPLICATIONS OF THE PHILOSOPHY & AIMS---------- 3

ROLE & RESPONSIBILITIES OF SCHOOL BOARD & STAFF------ 5

- School Board---------- 5
- The Visiting Teacher---------- 5
- The Students---------- 6
- Supervisor of the Centre---------- 6
- Conservation Field Centre Staff---------- 7
- Centre's Residential Assistant---------- 7
- The Weekend & Part Time Staff---------- 7
- The Household Staff & Caretaking Staff---------- 8
- Cooks---------- 8
- Caretaker or Building Manager---------- 8

SETTING THE TONE---------- 9

CLASSROOM PREPARATION---------- 13

- Pre-planning Visit to the Conservation Field Centre-- 13
- Getting Parental Co-operation & Permission------- 13

WHAT TO BRING ---------- 14

HEALTH & SAFETY---------- 14

- Health---------- 15
- Personal Cleanliness---------- 16
- Safety---------- 16
- Rest and Free Time---------- 17
- Bed Time---------- 17
- Respect for Privacy---------- 18

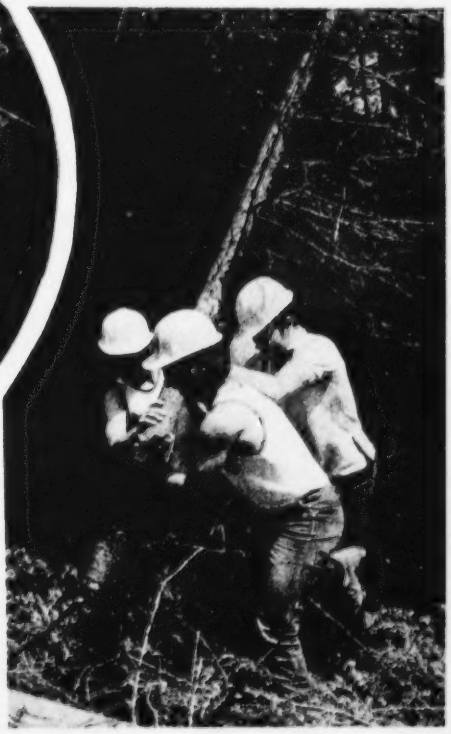
-----con'd.

ACADEMIC STUDIES---------- 18

Orientation---------- 18
Program---------- 19

RECREATION---------- 19

GUEST NIGHT---------- 19



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INTRODUCTION

UNDERLYING PHILOSOPHY

There can be no justification for taking a teacher and his class out of the regular school system for a residential experience unless a breadth and depth over and above that usually experienced in the regular classroom is assured. The Pre-planning kit gives ample evidence that the Metropolitan Toronto and Region Conservation Authority considers that good pre-planning, student preparation, and well-chosen follow-up studies and assessment are an integral part of the Conservation Field Centre program.

The following are the objectives of the residential Conservation Field Centres:

- To widen the concept and broaden the understanding of a wise and intelligent use of our natural resources. The classroom is out-of-doors, which provide the learning stimuli to a program which illustrates man's need and dependence on his environment for it's products -- food, fuel, fibre, recreation and aesthetic values.

The most important concept to be illustrated is that conservation is an attitude involving processes that are social as well as material.

- The practical application in the out-of-doors of the theory and principles learned in the classroom.

- To provide a more intensive experience in group living where teacher and student can learn more realistically and dynamically how to live, work and play together: to create the opportunity to acquire the broader human insight so necessary if man is to learn better how to understand and appreciate his fellow man.

The program of the Centre is based on the conviction that intensive academic study and practice in good group living can, and do, go hand-in hand; that they complement each other; that the best of both can be achieved at the same time.

THE SCHOOL SYSTEM IS RESPONSIBLE FOR THE SELECTION OF THE CLASS

Because of the short duration of the visit, it is best to start with a group which is not only most likely to have similar needs, drives, abilities and points of view, but also one where the basic academic background is similar. There is an advantage in having some known factors, in this case social contacts, in a situation which is packed with new experiences for both the student and the visiting teachers.

GUIDELINES FOR A SUCCESSFUL VISIT

Pre-planning visit to the Centre

N.B. LOOK OVER CAREFULLY THE PROGRAM OPTIONS SHEET PROVIDED ON THE OPPOSITE SIDE OF THE FOLDER AND MAKE SOME INITIAL CHOICES OF THEMES AND TOPICS BEFORE ATTENDING THE PRE-PLAN SESSION AT THE CENTRE.

Once the program has been established, based on the needs and interests of the group, any additional background and information provided prior to the class visit will enhance the experience.

Skills based on specific program details

1. Facility in the use of the special types of maps, charts, books, and conservation equipment provided at the Centre.

2. The recording, organization and use of information acquired from the field excursions and special teaching at the Centre.

3. Effective participation in group discussions and activities.

4. Practical application of those basic skills emphasized in the regular school program.

Attitudes

1. A willingness to practice activities and past times that are best suited to the setting of the residential field centre.

2. A personal concern for the importance of our natural resources.

3. A respect for public property.

4. A sympathy and feeling for the out-of-doors.

5. A willingness to abide by the decisions of the majority and a respect for the point of view of the minority.

Behaviour

1. The practices of acceptable social behaviour.

2. The exercise of initiative.

3. The acceptance of responsibility without external authority.

4. Active participation in group activities without loss of the right to exercise personal preferences.

5. Co-operation with individuals and groups without regard to personality preferences.

6. The making of the maximum use of the facilities offered by the Centre to increase factual knowledge and breadth of understanding.

IMPLICATIONS OF THE PHILOSOPHY AND AIMS

While the program of the Conservation Field Centre should be related to the curriculum as much as possible, some things can be done at the Centre which cannot be done in the classroom. Some things can be learned better out-of-doors where there is a unique opportunity to explore, to see the forces of nature directly at work, to smell, to hear, to feel, and to receive the emotional and spiritual impact of the beauty of the natural surroundings.

THE CONSERVATION FIELD CENTRE PROGRAM, THEREFORE MAKES NO CLAIM TO COVER ANY GIVEN COURSE OR PARTIAL COURSE FOR ANY GIVEN GRADE OF THE REGULAR SCHOOL SYSTEM. Instead, it is meant to make all environmental studies more effective and lasting. The learning will centre around the nature of the Metropolitan Toronto region, what has happened to it, what The Metropolitan Toronto and Region Conservation Authority is doing to make its natural resources more useful and valuable and of a greater source of pleasure and satisfaction to the people who live in the area.

SIMILARLY, FACTS ABOUT PHYSICAL GEOGRAPHY AND NATURAL SCIENCE WITH THEIR ATTENDANT RULES, LAWS AND PRINCIPLES, WILL BE REFERRED TO OR RECALLED BY THE TEACHING STAFF ONLY AS AIDS IN HELPING THE STUDENT BETTER UNDERSTAND WHAT HE IS LOOKING AT. He is not at the Centre to learn what he can be taught in the classroom. He is there to see how the principles taught in the classroom are applied to a practical problem; namely, a wiser use and appreciation of the natural resources of the Metropolitan Toronto region and how he fits in.

The selection of content for the week's work will be entirely dependent upon the examples that can be found in and around the area. To add depth to these out-of-door studies, the central building is provided with a laboratory, visual aids and a library.

In consultation with the visiting teacher, the Supervisor will consider previously acquired information, the grade level, general ability of the group, adaptations imposed by the season and weather conditions, and the student interest in determining the details of the actual program for the week. Flexibility is imperative.

THERE CAN BE NO EXPERIENCE IN DESIRABLE GROUP LIVING WITHOUT REAL PARTICIPATION IN DECISION MAKING. Concern for our natural resources is engendered only when the individual feels he is personally involved, not when he is merely told.

The success of the stay at the Conservation Field Centre will depend to no small extent upon how the visiting teacher involves the class in the following areas -- pre-planning, student preparation, post-studies, and evaluation. WHAT HAPPENS DURING THE STAY AT THE CENTRE, SHOULD NOT STAND ALONE AS A SUCCESSFUL LEARNING EXPERIENCE.

What is true for the classroom is equally true for the period spent at the Centre. TIME AND OPPORTUNITY FOR DISCUSSION, PLANNING AND INVOLVEMENT ARE IMPERATIVE TO TRUE LEARNING. MUCH WILL DEPEND UPON THE FORESIGHT AND SKILL WITH WHICH THEY ARE MADE TO HAPPEN WHILE THE STUDENTS ARE IN RESIDENCE.

THE ROLE AND RESPONSIBILITIES OF THE SCHOOL BOARD AND THE STAFF

School Board

The School Board is responsible for providing:-

(a) Payment for services as required by the Authority;

(b) The preparation of the class for the visit and the provision of 2 teachers to accompany the class (male and female when class is co-ed);

(c) Bus transportation to and from the Conservation Field Centre;

The School Board has the right to be assured that:-

(a) The accommodation and services meet adequately the standards usually required by the Ministry of Education for residential schools;

(b) The instruction offered meets the requirements and standards of the school system;

The Visiting Teacher

(a) The teacher is responsible to the school board for the general well-being and discipline of the class from the time it leaves its home school until its return thereto;

(b) The teacher is RESPONSIBLE TO THE SUPERVISOR OF THE CONSERVATION FIELD CENTRE for any duties delegated to the visiting teacher whether instructional, supervisory or disciplinary. In most cases the visiting teacher will be asked to take a leading role in the preparation and implementation of the program for their students during their stay.

(c) The visiting teacher must act as an alert observer, an interpreter, a consultant, assisting the Centre's staff in understanding the class and its needs, and assisting the class in getting the best possible experience from being at the Centre;

(d) The visiting teacher must accompany the class on all field trips;

(e) The visiting teacher is responsible for observing and upholding the rules and regulations of the Conservation Field Centre;

(f) During the period at the Conservation Field Centre there will often be student teachers acting as group leaders. When student teachers are not available, the visiting teacher is required to act as a group leader.

The Students

Each student is under the control of every official connected with the Field Centre and is expected to be co-operative at all times. Apart from recognizing that the Supervisor is the senior official in all matters, it is not necessary for him to know how the details of authority are reached.

Supervisor of the Centre

The Supervisor of the Centre is responsible to the Administrator of the Information and Education Division for:-

(a) That part of the instruction which concerns:

1) the curriculum
2) the movement of students, and
3) student use of conservation equipment and property

(b) The satisfactory maintenance and operation of the building and all services provided by the Authority;

(c) The enforcement of the Authority's rules and regulations pertaining thereto;

(d) The supervision of staff;

(e) The supervision of all activities;

(f) The discipline of the Centre;

(g) The fostering of attitudes of good citizenship;

(h) Setting standards conducive to responsible social behaviour and democratic community living;

CONSERVATION FIELD CENTRE STAFF

The Centre Staff are responsible to the Supervisor for the performance of those duties assigned to them.

The Centre's Residential Assistant

The Residential Assistant is responsible to the Supervisor and will:-

(a) Assist with first aid in the building;

(b) Assist with general order and cleanliness of the buildings;

(c) Assist with laundry arrangements;

(d) Establish dining room duties and other student routines;

(e) Issue and return supplies and equipment;

(f) Instruct when delegated by the Supervisor;

(g) Clerical duties;

The Residential Assistant will also be responsible for assisting the regular staff in the maintenance of good order and responsible behaviour on the part of the students. Authority will be such as would be exercised by a kind, firm, judicious parent.

The Weekend and Part Time Staff

The weekend and part time staff includes the officers of the Authority who are detailed to replace the regular staff of the Centre. The weekend and part time staff is responsible for carrying out the program as assigned by the Supervisor.

NOTE: Ultimate disciplinary power rests with the Supervisor.

Routine disciplinary measures such as those dealing with inattention during instruction, use of equipment, care of conservation property, can be dealt with normally be seeking student cooperation. When this is not forthcoming the matter is the ultimate responsibility of the Supervisor.

EXCEPTION:

Any matter involving immediate safety must be dealt with at once and with authority by whatever senior official is present. This is particularly important during visits where animals, machinery etc., constitute a possible danger.

The Household Staff & Caretaking Staff

(a) Cooks

General Terms of Reference:

The cooks, while employees of the caterers, are responsible for providing the approved meals in accordance with the time-table set by the Supervisor.

Specific Terms of Reference:

The cooks are responsible for: -

1) the preparing, cooking and serving of meals;

2) the general cleanliness of kitchen equipment and utensils;

NOTE: The cooks have the right to expect co-operation and assistance from visiting teachers and students. Any difficulties which arise must be referred to the Supervisor.

EXCEPTION:

Any matter involving immediate safety must be dealt with at once and with authority by whatever senior official is present.

(b) Caretaker or Building Manager

The duties of the caretaker or building manager are defined by the Authority. He is responsible to the Supervisor for carrying them out.

NOTE: The caretaker has the right to expect co-operation and assistance from visiting teachers and students. Any difficulties which arise must be referred to the Supervisor.

EXCEPTION:

Any matter involving immediate safety must be dealt with at once and with authority by whatever senior official is present.

SETTING THE TONE

It is desirable that a home-room teacher accompany his class to the Conservation Field Centre. From the teacher's own point of view to have the opportunity to observe others teach and handle a wide variety of situations both out-of-doors and inside, as well as to watch his students when he is not always directly involved, is most unusual. The resultant enriched understanding of adolescents and their capacities under intense motivation could hardly be acquired from taking courses or reading professional literature. As far as his immediate teaching is concerned, the carry-over from having lived with his class and shared unusual experiences together can create lasting esprit de corps and rapport. From the Field Centre's point of view, the intimate personal knowledge which the home-room teacher brings to the Centre will not only facilitate the setting of the tone of the Centre (a difficult thing to do in a few short days) but will make infinitely easier the smooth operation of the Centre.

The tone to be set and the means by which this is done are dependent upon the expectations the teacher has for the class. His first act will be to define those expectations to the Conservation Field Centre Supervisor.

The teacher is not the only determinant of the tone. The Centre's setting and facilities play their full share. The location of the Centre and its design and layout were planned consciously in the light of this knowledge. The Conservation Field Centre's setting is a real - not invented - situation. It involves:

- a 24-hour-a-day living situation
- a new home:- Kitchen
  Dining Room
  Sleeping Quarters
  Work and reading areas
  Recreational facilities

- a new physical environment:
  in a conservation area with great open spaces on all sides where earth and sky predominate and where weather conditions assume a new importance;

- a new sociological environment:
  - living, eating, sleeping, working, playing with peers, student teachers and teachers;
  - away from parents, brothers and sisters, relatives, neighbours, friends;
  - where person-person, group-group, group-teacher, associations are not only possible but inevitable;

- how to become more independent - in making decisions
  - in personal care

- inter-relationship between personal freedom and personal responsibility;

- the relationship between personal freedom and the rights and welfare of the group;

- a wider concept of what it means to excel; i.e., excellence for itself, for self-respect, for the common good;

- social amenities; e.g., the common courtesies in table manners, speaking voice, care of one's own and others' property which make for pleasant group living;

- the problems caused by bad manners in the out-of-doors; i.e., picking flowers and destroying plants, harming animals, damaging trees, defacing public property, dumping garbage, being a litter-bug;

There seems to be general agreement among teachers experienced in outdoor education on how the atmosphere necessary to the above learning is created. They agree that good discipline does not just happen; it is a by-product of two things -- good leadership and careful planning. The good leader takes the necessary time to make sure the whole class is involved in such a way that each student:-

- senses a group spirit;

- identifies himself actively with the planning;

- works out for himself a definite idea of what his responsibilities are going to be;

- sees the value of courtesy, kindness, sincerity, honesty, consideration of others;

- understands why he must not jeopardize the safety and learning opportunity of the rest of the group;

- realizes how much easier it is to know what is the right thing to do than to live up to that knowledge;

These ideas can best be derived from class discussion carried on in such a way that the concepts actually come from the students, not the teacher. The teacher either raises or causes to be raised such questions as:-

- "What rules and regulations should each of us make for ourselves in order to govern our behaviour?"

- "What must we do individually and as a group, if we are to get the most out of our stay at the Conservation Field Centre?"

- "What qualities are necessary to each of us if our visit to the Field Centre is to be a successful one?"

One teacher who asked these questions of her class each year for ten years found no two lists alike. Wisdom is not necessarily the prerogative of adults, as the following indicate:

- "We must go with open minds. Learning will be fun if we <u>want</u> to learn."

- "Each of us must be willing to learn what we are taught, not just the things we are interested in."

- "Each of us has our special friends, but the whole group comes first. Cliques can spoil the fun sometimes."

- "Sometimes it is necessary to do more than our share."

- "We have to be willing to do unexpected jobs without being asked."

- "We must use common sense about doing dangerous things which are not covered by safety rules."

- "We must not always try to be first."

- "We made most of the rules. We must obey them."

- "We have to want to have a good experience badly enough to make it come true."

As for the teacher, experienced leaders stress the importance in the creation of a good social environment by staff members who:-

- are sufficiently alert to the symptoms of behaviour problems to take action to forestall them;

- show that they are constantly aware of the social learnings offered;

- think of discipline as a co-operative rather than a directive affair;

- look upon any infringement by an individual or group as a matter where both sides must be considered before judgments are made;

- anticipate and therefore prevent;

- maintain a self-discipline which precludes emotional displays, sarcasm, ridicule;

- believe that youth, given the opportunity, will work towards creating good community living;

The most common deterrent to the establishment of good tone comes when either student or teacher interprets the permissiveness inferred in the involvement of the class in planning, as licence, when freedom means "I can do what I like". The relationship between personal freedom and the rights and welfare of the group are difficult to interpret at any age. Somewhere betwen personal freedom and rights of the group lies the atmosphere within which the student can practice his right to intellectual and social growth.

It is simpler to enforce obedience to a rule than to be willing to subject each rule to scrutiny. (e.g.) It is simpler to say "no running in the Field Centre" than to ask the students to consider the consequences of running. It is simpler to have the student learn our comprehensive definition of the term "conservation" than to have him make his own definition, then to revise it to his own satisfaction and understanding in the light of his experience

at the Centre. But there is no question whatever about which provides the better educational experiences.

CLASSROOM PREPARATION

Pre-Planning Visit to The Conservation Field Centre

By arrangement, and at least one month prior to the class trip, the teachers in charge of the visiting group will go to the Conservation Field Centre. Previous to this, the teacher will have received the Pre-Planning kit and will have studied its contents.

After familiarizing themselves with the Centre, its surroundings, and the activities of the Conservation Authority, they will describe the program at the Centre, explain the housekeeping and sleeping arrangements, and outline what duties the students will undertake.

It is most desirable that the teacher know first-hand as much as possible about how the Conservation Field Centre operates....THUS THE PRE-PLAN VISIT TO THE CENTRE IS ESSENTIAL.

Getting Parental Co-Operation & Permission

Experience has taught that going to a residential Field Centre is a very important and exciting matter within the family circle. Where eagerness is present on the part of both parents and student, parents will frequently contact the school to volunteer help. They want to be a part of it. But there are many hidden apprehensions, fears and sometimes real difficulties -- some on the part of parents, others on the part of student. Unless the classroom teacher locates them early, it is very likely he will experience at least one last minute withdrawal which will be too late to do anything about. Parent consent form and student health forms in various languages are available through the Field Centre Secretary, Conservation Authority office.

The personal interview should locate such things as after-school jobs, previous family commitments, dietary and health problems, apprehensions regarding absence from the home environment. Some parents have strong opinions which cut across the overall plan for the school. Perhaps the most difficult problem is the student whose personal relationships with his

fellow students make him afraid to cut the home ties. There is only one way to handle the case of the student who fits into any of the above categories and that is to make sure he is not made to feel conspicuous. To that end, the teacher can have a short private interview with each student. They can be run through very quickly, out of sight of the other students, and centering around two questions:

> "Have your parents told you definitely that you may go?"
>
> "Are there any difficulties about getting away on the time set?"

Only in this way can personal problems be kept from receiving public attention. Follow-up checks can be made easily and quickly. It is important that the teacher have a firm okay from the parents very early in the planning.

WHAT TO BRING

A list is provided on the right-hand side of this folder and further instructions will be given on your pre-planning visit to the Centre.

HEALTH AND SAFETY

Adequate provision for a proper program of health and safety, suggested by the Ministry Of Health and the Ontario Fire Marshall's Office, has been provided. A local physician is on call at all times. Emergencies will be dealt with as indicated on the registration and waiver forms.

> "Should it be necessary to have medical care, I hereby give the Supervisor or designate permission to use his best judgement in obtaining the best of such service for our child. We understand that any cost will be our responsibility. We also understand that in the event of illness or accident we will be notified as soon as possible."

All adults at the Centre are responsible for the health and safety programs. Specific duties are defined elsewhere. The continuous responsibility to be aware of and to foresee potential health and safety hazards and to confer with the other members of the staff safety towards preventative action is a part of the daily routine. An alert staff can do much to promote the well-being of the group.

The student has a natural concern for his health and safety, but he is often carefree. A tried reliable way to make him really aware of the specific precautions he must be willing to take is to have him plan them himself. This can be done through a visit from the school nurse to the classroom and/or through the school's physical and health education department. Most of it will be covered when the whole class is together. No matter what the procedure used in dealing with health and safety, the aim is to have each student sense his own good health. The impression of being "looked after" is poor preparation for a school whose policy is geared to giving the student experience in becoming more responsible for his actions rather than to practising either close regimentation or persistent supervision.

The following are some of the important matters with which the staff expects the participating school to deal before the students arrive at the Conservation Field Centre:

Health

1. Improper clothing creates over or under exposure;

2. Over exposure to insects, sun, precipitation or cold ends in illness, isolation from the group, perhaps returning home;

3. Wet clothing must be changed immediately;

4. Change of weather calls for change of clothing;

5. The common cold is highly communicable and the greatest health hazard;

6. Illness or injury reported at once enables preventative measures to be taken by the staff;

7. Ordinary precautions, all of which have been taught, should not be relaxed -- shared use of drinking cup, combs, etc.;

8. A student who has dietary or other personal health problems must help himself to keep fit;

9. Meals at the Centre are planned to provide a wholesome, satisfying and well balanced diet. To get the best benefit from foods, there must be friendly, relaxed atmosphere within the bounds

of good taste with respect to conversation, noise and behaviour. The meals cannot be prepared and served like those at home. It is not only good manners but an essential to the health and well-being of each student that he give his food a fair try, that he refrain from unpleasant comment about it, that he avoid rushing, grabbing, bolting, and reaching, that frequent use be made of the common courtesies of "please" and "thank you". Argument, dissention, unpleasant comment, criticism and rowdy table games do not belong to the meal table.

10. Hazards and dangerous action in the out-of-doors must be recognized and avoided;

Personal Cleanliness

Personal cleanliness requires:

1. Hands and face to be washed before each meal;

2. A shower once a day;

3. Change of clothing when it becomes soiled;

4. Special care to come to the more leisurely evening meal freshened after the day's strenuous activities;

Safety

1. Even small injuries should be reported at once;

2. To be "daring" in either attitude or action endangers both the doer and his classmates;

3. On the bus, behaviour is orderly, heads and arms are kept inside open windows, seats are kept while the bus is in motion;

4. Uneven ground can cause serious injury;

5. "Out-of-bounds" must be clearly understood;

6. Non-farmers are unfamiliar with the hazards of farm buildings and equipment. Strict and unquestioned obedience to the safety rules of the farmer at the farm are imperative. (applies at Albion Hills Farm or any farm visits planned at other Centres)

7. "Horse play" and "rough house" are dangerous both inside and outside;

8. "Scuffling" is not only improper but dangerous (i.e. slapping, pushing, arm-twisting seem to be a part of the early adolescent's proof of his power and sense of humour). It is best not to let it get started.

9. Jeopardizing another student is an anti-social act;

10. The outdoors is the classroom and proper behaviour is expected at all times.

Rest and Free Time

The program at the Centre is so intensive that there must be opportunity each day for relaxation, recuperation from fatigue, reflection and the indulgence of personal interests and tastes. The rest and free time periods are the only opportunities to practice wise use of leisure time. In many residential camps and schools there is a tendency to crowd in too many activities, to over-organize the student's time outside the regular schedule. The classroom teacher will wish to discuss this with the Supervisor and teachers in planning it; and have periodic assessments at the Centre in order that desirable modifications may be made as the week progresses. The amount of rest needed for good health will be greater than required in the normal day at home. It will also vary greatly with individuals. Whatever the plan decided upon, it should be firm enough to enforce that the amount of time be adequate but flexible enough to allow as much as possible for individual differences.

If the desirable attitude towards the rest and free time periods is created in the classroom, carrying out this part of the program at the Centre will be relatively easy.

Bed Time

As with the rest and free time periods, much confusion at bed time can be saved if something is done about it in the classroom. One method which seems to work well is to have the class make their own rule. Their great difficulty in reaching agreement merely points up their need for practice in learning to compromise for the common good, to assume the responsibility not just for arriving at decisions but also for carrying them out.

What happens at bedtime sets the stage for the next day. A good sleep for the adolescent, especially when he is under unusual excitement, is imperative to his well-being.

The relaxed, friendly, quiet spoken, patient approach of the visiting teachers is bound to brush off on the student. At no time of the day is the young person more in need of sensing that he is important to, and has the attention of, his elders -- providing he wants it -- than for that few minutes before he gets ready for bed.

The normal evening program consists of a period of study and organization of the work done during the day, together with attention to the next day's studies. This is followed by recreation and the evening snack. Fun and high spirits are normal during recreation period, but somewhere towards its close, those who plan the recreation must move the mood away from whatever hilarity there has been into a more contemplative and quiet one. How this is done is the subject of most careful planning by the teachers probably in consultation with the rest of the staff. One thing is certain -- the change of mood will not happen by itself. The classroom teacher is responsible for making sure that this is done.

Respect for Privacy

One of the real problems of community living is the difficulty individuals experience in getting and maintaining the amount of privacy and freedom from interruption to which they are accustomed. Certainly compromise will be necessary for many. To discuss infringements on privacy can be embarrassing, but to discuss the right to privacy and how to achieve it can be dealt with easily in the classroom before there is any infringement. It is urged that the students get a clear view of what is expected of each of them in this matter, boy of boy, girl of girl, boys and girls of each other, staff of student, student of staff. Living at the Centre will be much more pleasant if this is done.

ACADEMIC STUDIES

1. Orientation

   While it is true that seeing comes before understanding in the learning process, the student is expected to have some previous knowledge of the area in which he will live and work. He should know where he is in relationship to southern Ontario, to Metro Toronto and its river valleys.

Map work done prior to the visit which gives him a general picture of the overall features of the area, its topography, drainage, natural resources, transportation network patterns, population distribution, location of towns and villages, will do for him what the study of maps and travel literature does for the expectant traveller. It is undertaken for orientation purposes; it will defeat its own ends if it is belaboured or loaded with details and is intended merely as a means of making sure he has a general picture of where he is when he arrives at the Field Centre.

2. Program

The challenge to the Centre's staff is to create a maximum opportunity for learning. The program must be determined by the grade level of the class, a sensitivity to the general learning ability of the group, the season and weather conditions, interest and previously acquired information.

RECREATION

Each evening, time is set aside for group recreational programs to involve all students. How your class can be involved in the recreation planning will be discussed when you visit for pre-plan session at the Centre.

Students should be encouraged to bring musical instruments. A piano and song books are provided. Round dancing should be curtailed since it leads to pairing of students, eliminating group participation.

N.B. The Field Centre staff will assist the visiting teachers with the academic follow-up session after supper. The visiting teachers will conduct the remainder of the evening. i.e. recreation program, snack, showers and lights-out procedure.

GUEST NIGHT

One evening of your stay will be designated as a guest night. It is the responsibility of the visiting teachers to invite educational personnel and to confirm numbers (one day in advance) for the evening meal. Accommodation is limited to twelve guests. Cost of meal is $2.00 per person. Your principal can confirm numbers by telephoning the Metropolitan Toronto and Region Conservation Authority, Information & Education Division, 416-661-6600.